



Guide for Classroom Leadership Development



YOUNG LEAD



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I. INTRODUCTION

We live in an increasingly diverse and interconnected world, which is undoubtedly reflected in educational environments where we encounter a more diverse population of students each day, with different backgrounds and needs. This is where the importance of the present guide lies, aiming to provide the **context** and basic tools necessary for teachers to better address the educational reality in which they work. Specifically, we will focus on improving the educational and formative process of migrant students at risk, providing ideas to enhance their integration through the development of their **leadership skills**, which in turn require training in soft skills and European values that we will detail in this guide.

Leadership plays a fundamental role in creating inclusive environments by empowering students to become agents of change within their educational communities. By providing them with tools and opportunities to develop their leadership skills, they are equipped to advocate for their needs and contribute actively and meaningfully to the school environment. To achieve this leadership capacity, it is necessary to master several **soft skills** first, such as communication, empathy, and conflict resolution, essential for students to collaborate effectively, manage cultural differences, and build positive relationships among their peers. By promoting these skills, students' ability to lead inclusive initiatives is strengthened, working towards the creation of more equitable and welcoming educational environments.

Furthermore, our guide will be based on **EU values** which include respect for human dignity, freedom, democracy, equality, the rule of law, and respect for human rights, being fundamental to promoting a culture of inclusion and respect within educational institutions. By encouraging students to internalize and practice these values in their daily lives, a school climate that celebrates diversity and ensures that all students are treated with fairness and dignity is promoted.

Promoting student leadership, soft skills, and EU values in educational development brings numerous benefits. Firstly, it empowers students to become active and engaged leaders in their educational communities, fostering a sense of belonging and empowerment among marginalized groups. By developing leadership skills, students can influence decision-making, promote social justice, and create positive changes in their school environment.

Secondly, cultivating soft skills enhances students' ability to collaborate, communicate, and problem-solve effectively, contributing to a more harmonious and respectful school climate. These skills are not only essential for academic success but also prepare students to face the challenges of the workforce and contribute constructively to society. Finally, internalizing EU values promotes a culture of respect, tolerance, and diversity within educational institutions, benefiting all students by creating an inclusive and safe learning environment.

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2. LEADERSHIP

2.1. What is Leadership?

Leadership is defined as the ability to influence a group of people to achieve a common goal. It goes beyond simply exercising authority, as it involves inspiring, motivating, and guiding others towards the attainment of shared objectives. An effective **leader** not only possesses organizational and decision-making skills but is also capable of communicating clearly, inspiring trust, and fostering an environment of collaboration and respect.

An important reason why Leadership was chosen as a skill to enhance in migrant students at risk is due to the challenges they face in their daily lives, both in the school environment and in the cultural and social spheres, to develop as leaders. Acquiring leadership qualities does not imply any kind of dictatorship or personal selfishness but rather empowers students to not act as secondary characters in their social and academic environment but to have a voice in decisions and thus eliminate any existing barriers with the rest of the student body.



2.2. Benefits in Educational Development

The development of **leadership skills** encompasses much more than simply improving inclusion or creating a positive classroom environment. It extends towards emotional well-being, academic performance, and the ability to face challenges both within and outside the educational setting.

Firstly, the development of leadership skills empowers at-risk migrant students by equipping them with tools and resources to become active agents of change within their school communities. By acquiring skills such as effective communication, teamwork, problem-solving, and decision-making, these students can positively impact their educational environment, advocate for their needs, and promote inclusion and respect among their peers and teachers.

On the other hand, the development of leadership skills strengthens the self-esteem and self-confidence of at-risk migrant students, enabling them to overcome barriers and challenges with greater **determination** and **resilience**. By assuming leadership roles, whether as student leaders, class representatives, or active participants in school

projects, these students feel valued and recognized for their contributions, motivating them to strive even harder in their studies and personal development.

Regarding the inclusive aspect, the development of leadership skills fosters the social integration of at-risk migrant students by facilitating their active participation in school and community life. By participating in extracurricular activities, community service projects, and leadership programs, these students have the opportunity to interact with their peers and develop positive, supportive relationships that contribute to their sense of belonging and connection with the **educational community**.

Finally, the development of leadership skills among at-risk migrant students prepares them to face the challenges and opportunities that may arise in their academic and beyond. By learning to lead and collaborate on projects, resolve conflicts, and make informed decisions, these students acquire skills that will be useful in their future academic, professional, and personal lives. This enables them to become active, responsible citizens committed to their community and society at large. In summary, the development of leadership skills among at-risk migrant students not only benefits their own educational development but also contributes to the creation of more inclusive, equitable, and empowered school environments for all students.

2.3. How to Develop Leadership

Leadership involves a set of acquired skills that provide individuals with fundamental tools, such as **effective communication**, **empathy**, and **conflict resolution**. Therefore, educating our students in leadership involves addressing it through its components, which are nothing more than a set of soft skills. While there are numerous soft skills, only some are closely related to leadership development, as we will see below.

Enhancing specific skills in students, such as **communication** and **empathy**, is much more manageable for the teacher from a didactic perspective than directly addressing the overall concept of leadership. It is also important to consider the methodology and grouping approach to be followed in their development. If the goal is to promote these skills inclusively, it would not make sense to exclude the rest of the students who do not fit the profile of at-risk migrant students. Rather, all students should participate and learn from each other. In this sense, designing group activities that integrate discursive and reflective dynamics is essential from a didactic approach.

By promoting a collaborative environment where all students feel valued and respected, interaction and exchange of ideas among peers are encouraged, contributing to the comprehensive development of **soft skills**, including those associated with leadership. Thus, a rich learning space is created where students can cultivate their leadership potential while strengthening their ability to **communicate effectively**, understand others' emotions, and resolve **conflicts** constructively.

3. SOFT SKILLS

3.1. Definition and Relevance of Soft Skills

Hewitt (2006) describes **soft skills** as essentially interpersonal (non-technical, intangible) personality traits that determine an individual's strength as a **leader**, **listener**, **negotiator**, and **conflict mediator**. On the other hand, the Collins Dictionary (2014) defines the term soft skills as "desirable qualities for certain forms of employment that do not depend on acquired knowledge: they include **common sense**, the ability to deal with people, and a **positive** and **flexible attitude**."



There are numerous definitions of soft skills, but most agree, according to Blanco (2009), in highlighting their inclusive capacity and their **relevance to employability**. These skills empower individuals to adapt effectively to their environment, make the most of opportunities, highlight their strengths, and overcome challenges. Additionally, companies currently focus on acquiring soft skills in candidates, seeking communication, leadership, and problem-solving abilities in their personnel selection processes.

The importance of soft skills in the educational context lies in their capacity to enhance students' holistic learning. By developing these skills, students not only improve their academic performance but also acquire tools to face the challenges of everyday life and work. Furthermore, soft skills promote **inclusion** and **respect for diversity**, fostering a more collaborative and enriching school environment. These skills become even more relevant in those students at risk due to migration, providing them with qualities that facilitate their social, academic, and professional inclusion, as well as giving them the capacity to be main actors in their adaptation to the environment.

3.2. General Tips for Implementation and Teaching

In the specific case of migrant students at risk, it is crucial to adopt pedagogical approaches that recognize and value their unique experiences and needs. To do this, strategies such as:

- Fostering an inclusive and supportive environment, where the cultural and linguistic differences of migrant students are respected.
- Integrating practical activities and meaningful learning experiences that allow students to develop soft skills in contexts relevant to them. Teaching about fictitious aspects far removed from the reality they live in and the problems they may likely face is of no use.
- Providing constructive feedback and opportunities for reflection that help students identify and improve their soft skills. Communication between students and teachers is fundamental, as well as self-assessment by students themselves to reflect on what they are learning, why, and for what purpose.

- Promoting collaboration and teamwork among migrant students and their peers, which encourages the exchange of ideas and the building of positive relationships. For this, it is essential that most activities are group-based and involve not only those migrant students primarily targeted by the project but also the entire student body.
- Offering emotional and social support to migrant students, recognizing the additional challenges they may face due to their migratory situation. The importance of the emotional aspect is increasingly taken into account, especially in teaching soft skills, particularly in the development of communication, empathy, or problem-solving.

By prioritizing the development of soft skills in migrant students at risk, not only is their leadership capacity and integration into the school community strengthened, but it also contributes to their long-term academic and personal success.

Among the wide variety of soft skills available, we have selected those that we consider essential for leadership development. These include: effective communication, teamwork, self-esteem and self-confidence, conflict resolution, resilience, empathy, organization, and decision-making.

3.3. Communication

The soft skill of communication refers to the ability to express ideas, thoughts, and emotions clearly and effectively, as well as to actively listen to others. It is fundamental for the leadership development of migrant students at risk, as it enables them to establish meaningful connections, build positive relationships, and overcome linguistic and cultural barriers in their school and social environment.

Effective communication is especially relevant for migrant students, as it helps them integrate into the school community, actively participate in learning, and advocate for their rights and needs. Additionally, it provides them with tools to resolve conflicts constructively and to lead group projects and activities successfully.

To implement the communication skill in the classroom, it is important to:

- Foster an inclusive and respectful environment where the linguistic and cultural diversity of migrant students is valued.
- Provide opportunities to practice oral and written expression in different contexts and situations.
- Teach active listening techniques, such as asking open-ended questions and showing genuine interest in others' opinions and experiences.
- Provide constructive feedback on students' communication, highlighting their strengths and providing guidance for improvement.
- Promote group activities that require effective communication among students, such as group projects, debates, and role-playing simulations.
- Integrate the use of multimedia and technological resources to enhance students' communication skills, especially those with linguistic barriers.

By developing the communication skill in migrant students at risk, not only is their leadership strengthened inside and outside the classroom, but also their integration and active participation in society are promoted.

3.4. Teamwork

The soft skill of teamwork refers to the ability to collaborate effectively with others to achieve common goals, leveraging individual strengths and respecting differences. It is fundamental for the leadership development of migrant students at risk, as it enables them to build positive relationships, learn to trust others, and develop shared leadership skills.

Teamwork is especially relevant for migrant students as it provides them with the opportunity to share their experiences, knowledge, and unique skills, thereby contributing to the collective success of the group. Additionally, it teaches them to value diversity and resolve conflicts constructively, essential skills for leading inclusively in multicultural environments.

By developing the teamwork skill in migrant students at risk, their capacity for shared leadership is strengthened, and their integration and active participation in the school and social community are promoted.

The following guidelines can be considered to promote teamwork in the classroom:

- Design activities and projects that require collaboration and the exchange of ideas among students, promoting equitable participation and sharing of responsibilities.
- Teach effective communication, conflict resolution, and decision-making skills in the context of teamwork, providing tools and strategies to overcome obstacles and reach agreements.
- Encourage reflection and self-assessment of the group's performance, highlighting achievements and identifying areas for improvement.
- Promote inclusion and equal opportunities in all teamwork activities, ensuring that each student feels valued and respected.



3.5. Self-Esteem and Self-Confidence

The soft skill of self-esteem and self-confidence involves the positive perception that a person has of themselves and the belief in their own abilities to face challenges and achieve goals. In the context of migrant students at risk, this skill is essential for their leadership development, providing them with the security and strength necessary to overcome obstacles and serve as an inspiring example for others.

For migrant students, self-esteem and self-confidence are particularly crucial as they help them overcome cultural and linguistic barriers, face rejection and discrimination, and advocate for their rights and needs decisively. Additionally, these qualities enable them to adopt a positive attitude towards learning and personal growth, essential aspects of effective leadership. All of this contributes to strengthening their personal leadership capacity and empowers them to reach their full potential both inside and outside the classroom.

To improve self-esteem and self-confidence in the classroom, the following recommendations are suggested:

- Provide opportunities for success and recognition by setting achievable goals and celebrating accomplishments.
- Teach positive thinking skills and resilience, helping students face challenges with an optimistic and perseverant attitude.
- Promote active participation and decision-making, allowing students to take control of their learning and contribute to the development of the school community.
- Offer constructive feedback and encourage self-reflection, helping students identify and overcome doubts and fears they may have about themselves.
- Create a comfortable environment for students to express their emotions, fostering trust both among students and with the teacher

3.6. Conflict Resolution

Conflict resolution refers to the ability to effectively manage tense or disagreeable situations between individuals or groups, seeking solutions that satisfy the needs of all parties involved. It is crucial for the leadership development of migrant students at risk, as it enables them to handle cultural, linguistic, and personal differences constructively, promoting cohesion and understanding in their school and social environment. It also allows them to take an active and reflective role in conflicts and develop assertiveness as a result.

Conflict resolution is especially relevant for migrant students, who may face additional challenges due to their mobility and the diversity of experiences and perspectives they bring with them. By learning to resolve conflicts peacefully and respectfully, these students strengthen their leadership capacity by becoming effective mediators and promoters of harmony and cooperation in their community.

When considering implementing this soft skill in the classroom, it is useful to consider the following suggestions:

- Design group dynamics such as debates, fictional dramatizations, or role-playing games where hypothetical problems or discourse conflicts are presented for students to solve through dialectics in a respectful and reflective manner.
- Teach techniques of effective communication and active listening, helping students express their views clearly and understand the concerns of others.

- Promote empathy and mutual understanding, encouraging students to put themselves in others' shoes and consider different needs and perspectives.
- Teach negotiation and collaboration strategies that allow students to find creative and mutually beneficial solutions to resolve conflicts.
- Model and reinforce positive conflict resolution behaviours, recognizing and celebrating students' efforts to resolve conflicts constructively.

Developing the skill of conflict resolution in migrant students promotes their leadership by empowering them to face challenges positively and build strong, respectful relationships in their school community and beyond.

3.7. Resilience

Resilience is the ability to adapt and recover from difficult situations, overcoming adversities and growing from them. In the context of leadership development in migrant students at risk, resilience plays a crucial role in helping them face challenges that may arise due to their migratory situation, such as adapting to a new environment, learning a new language, or overcoming cultural and social barriers.

Resilience enables these students to maintain a positive and proactive attitude towards difficulties, seek creative solutions, and stay focused on their goals despite the obstacles they may encounter along the way. Additionally, it helps them develop greater self-confidence and self-esteem, essential elements for leading with determination and motivating others to move forward.

To implement resilience in the classroom, the following guidelines can be considered:

- Teach coping skills and stress management techniques that help students manage negative emotions and find healthy ways to solve problems.
- Promote a growth mindset, encouraging students to view challenges as opportunities for learning and personal growth.
- Provide role models and examples of resilient individuals who have overcome similar adversities to inspire students and demonstrate that it is possible to overcome difficulties.
- Encourage self-care and the practice of healthy habits, such as physical exercise, balanced nutrition, and adequate rest, to strengthen students' resilience capacity.

3.8. Empathy and Emotional Management

The soft skill of empathy and emotional management refers to the ability to understand and share the feelings and experiences of others, as well as to appropriately handle one's own emotions. In the context of leadership development in migrant students at risk, this skill is fundamental for promoting inclusion, collaboration, and emotional well-being in the school environment.

Empathy and emotional management allow these students to genuinely connect with their peers and teachers, facilitating the establishment of positive relationships and teamwork. Additionally, it helps them effectively manage the stress and anxiety related to the challenges they face, enabling them to stay focused on their goals and lead with calmness and confidence.

The following guidelines can be considered to promote empathy and emotional management in the classroom:

- Teach active listening and empathy skills that help students understand the needs and concerns of their peers and respond empathetically. Emotions are primarily expressed through communication, so developing reflective listening that is capable of understanding beyond words is vital.
- Provide tools and strategies for emotional management, such as deep breathing, positive visualization, and healthy expression of emotions. Relaxation and dramatization activities can be very helpful for managing and understanding adverse and positive emotions.
- Promote emotional self-awareness by encouraging students to identify and reflect on their own emotions and how these affect their actions and relationships with others.
- Offer opportunities to practice empathy and emotional management in situations of conflict or stress, providing support and guidance to resolve them constructively.

Empathy and emotional management strengthen leadership by empowering students to effectively relate to others, handle challenges with resilience, and lead with compassion and sensitivity towards the needs of their community.

3.9. Organization and Decision Making

When we talk about organization and decision making, we refer to the ability to plan and structure activities efficiently, as well as the skill to evaluate options and make effective decisions. It is essential for the development of leadership in migrant students as it allows them to manage their time and resources effectively, make informed decisions, and lead with clarity and determination.

Organization and decision making are particularly important for migrant students, who may face additional challenges due to their mobility situation and the need to adapt to a new school and cultural environment. By developing these skills, students acquire tools to overcome obstacles, achieve goals, and successfully lead projects and activities in their community.

To implement organization and decision making in the classroom, the following guidelines can be followed:

- Provide opportunities to practice decision making in real-life situations, such as in class projects or solving everyday problems. Creating a schedule, agenda, or following a class calendar are classroom activities aligned with this skill.

- Teach analysis and evaluation skills, helping students consider different options, anticipate consequences, and make informed decisions.
- Promote autonomy and responsibility, encouraging students to take control of their actions and accept the consequences of their decisions.
- Provide support and guidance, offering constructive feedback and practical advice to improve students' organization and decision-making skills.

4. EUROPEAN VALUES



4.1. Definition and Relevance of European Values

The values of the European Union comprise a set of principles that underpin the cohesion and progress of the member states within the EU. These values, according to **Article 2** of the Treaty on European Union, include respect for **human dignity, freedom, democracy, equality, the rule of law**, and respect for **human rights**, including the rights of persons belonging to **minorities**. They are enshrined in the treaties establishing the European Union and form the basis of its legal and political framework.

In the context of developing leadership skills in migrant students facing adversity, understanding and internalizing EU values is paramount. These values not only serve as ethical guidelines but also as catalysts for personal growth and social integration. By instilling these values, educators empower students to become active participants in their communities, fostering a sense of belonging and responsibility. Moreover, by embracing EU values, students acquire the necessary tools to navigate diverse cultural landscapes, promoting tolerance, empathy, and cooperation.

4.2. General Tips for Implementation and Teaching

Focused primarily on migrant students at risk, we must pay special attention to the use of pedagogical approaches that recognize and value their needs and are as faithful as possible to their reality, incorporating **contextualized dynamics** in their environment and of **great relevance** to them. To achieve this, some guidelines to follow in the classroom are:

- **Cultivate a Culture of Inclusivity:** Create a classroom environment where every voice is valued and respected. Foster open dialogue and celebrate diversity as a source of opportunity and never as a disadvantage.
- **Promote Critical Thinking:** Encourage students to critically analyse social norms and challenge any form of discrimination. Provide opportunities for debate and reflection on issues related to human rights and social justice, create fictional situations that demand internal and external debate.
- **Foster Empathy and Solidarity:** Engage students in activities that promote empathy towards people from different backgrounds. Encourage acts of solidarity and cooperation within the classroom and the community at large.

- **Experiential Learning:** Use real-life examples and case studies to illustrate the importance of EU values in everyday situations. Encourage students to apply these values in their interactions with others and in their decision-making processes.
- **Role Modelling:** Lead by example by demonstrating a commitment to EU values in your own behaviour and interactions. Be a mentor and advocate for students, providing guidance and support as they face challenges.
- **Collaborative Projects:** Facilitate collaborative projects that require students to work together towards common goals. Emphasize the importance of teamwork, communication, and mutual respect to achieve shared objectives.
- **Community Engagement:** Encourage students to get involved with their local communities through volunteering and civic participation. Provide opportunities for students to positively contribute to society and make a difference in the lives of others.

Next, we will present the European values that we consider most relevant for the development of leadership in contexts with migrant students at risk. These values are: democracy, equality, human dignity, freedom, human rights, and civic engagement and participation.

4.3. Democracy

The European value of democracy refers to the fundamental principle of governance in which political power resides in the people, who participate in decision-making through free and fair elections. This aspect, when brought into the classroom, highlights the importance of democracy in everyday decision-making in the classroom as well as a means to have representation and a voice in matters related to the classroom and society itself. It is essential for the development of leadership in migrant students, as it provides them with the opportunity to actively participate in society, promotes respect for diversity, and fosters equal opportunities.

Democracy offers migrant students the possibility to express their opinions, defend their rights, and contribute to the common good, which helps them develop leadership skills such as effective communication, negotiation, and conflict resolution. Additionally, it teaches them the value of civic engagement and citizenship responsibility, fundamental aspects of democratic leadership.



By promoting the value of democracy in migrant students at risk, their leadership is strengthened by empowering them to participate actively and responsibly in society, and encouraging them to become committed citizens in building a fairer and more equitable world.

To implement the value of democracy in the classroom, the following guidelines can be followed:

- Foster a democratic and participatory environment where the opinions and rights of all students are respected, regardless of their background or migratory status.
- Promote civic education and understanding of democratic principles and values, through activities such as debates, electoral simulations, and discussions on current issues.
- Encourage active student participation in school life by offering opportunities to get involved in community projects, student clubs, and student government bodies.
- Teach critical thinking and analytical skills, helping students objectively evaluate different options and make informed decisions in the democratic context.

4.4. Equality

Equality refers to the principle of treating all individuals with fairness and justice, without discrimination based on gender, ethnic origin, religion, or other personal characteristics. It is essential for leadership development, as it provides the opportunity to participate in society on an equal footing, promotes diversity and inclusion, and fosters a sense of belonging and mutual respect.

Equality offers migrant students the possibility to fully develop their potential, regardless of their background or migratory situation, helping them build a strong identity and strengthen their self-esteem and self-confidence. Additionally, it teaches them to value diversity and work collaboratively with people from different backgrounds and experiences, essential skills for leadership in an increasingly globalized and multicultural world.

Some guidelines for working on equality in the classroom are:

- Integrate into the school curriculum content that addresses issues of equality and diversity, and promotes respect and acceptance of differences.
- Teach effective communication and conflict resolution skills, helping students engage in constructive dialogue on equality-related issues and work together to find solutions.

4.5. Human dignity

Human dignity refers to the recognition and inherent respect for the human condition of all individuals, regardless of their origin, social status, gender, sexual orientation, religion, or any other characteristic. This European value provides the moral and ethical foundation necessary to promote mutual respect, equality of rights, and social justice in their school environment and beyond.

Human dignity offers migrant students the possibility to affirm their worth as human beings and demand the respect and dignity they deserve, helping them develop a strong self-esteem and assertively advocate for their rights and needs.

Some tips for bringing this European value into the classroom are:

- Provide opportunities for reflection and dialogue on issues of human dignity, and for the expression of diverse opinions and viewpoints.
- Promote ethical and responsible leadership, encouraging students to act with integrity and empathy, and to defend the rights and dignity of all members of the community.

4.6. Freedom

The European value of freedom refers to the fundamental right of individuals to act, express themselves, and make decisions according to their own will, as long as it does not infringe upon the rights of others. It is essential for the development of leadership in migrant students, as it provides them with the autonomy and empowerment necessary to seek opportunities, pursue their goals, and defend their rights in a new and challenging environment.

Freedom offers the possibility to express their opinions, practice their religion, participate in cultural and political activities, and choose their own path in life, which helps them develop a strong identity and strengthen their self-esteem and self-confidence.

Freedom can be cultivated in the classroom by considering the following tips:

- Work on tolerance in all its aspects, learn about the diversity existing in our European community, and the opportunities it offers when freedom is applied.
- Foster an atmosphere of respect and tolerance, where all types of opinions and ethical behaviours are accepted, and diversity in all its manifestations is embraced.
- Teach critical thinking and analytical skills, helping students objectively evaluate different options and make informed decisions with complete freedom.
- Provide information and resources on fundamental rights and freedoms, so that students can effectively defend their own rights and those of others.



4.7. Human rights

Human rights are the inherent rights of all individuals, regardless of their nationality, ethnic origin, religion, gender, or other condition. They provide the moral and legal foundation to defend dignity, freedom, and equality in any setting.

Human rights offer migrant students the opportunity to claim and exercise their rights, as well as to demand justice and protection against discrimination and abuse. By understanding and valuing their rights, students can strengthen their self-esteem and self-confidence, develop greater self-awareness and awareness of their surroundings, and become leaders advocating for social justice and equal opportunities.

To implement the value of human rights in the classroom, the following guidelines can be followed:

- Introduce the basic concepts of human rights into the school curriculum, using age-appropriate resources and materials tailored to the students' level of understanding.
- Provide emotional support and guidance to students who may face violations of their rights, by providing them with information about available resources and reporting mechanisms.

4.8. Civic Engagement and Participation

Civic engagement and participation refer to the active involvement of citizens in public life and decision-making within their community. It is essential for the development of leadership in migrant students, as it provides them with the opportunity to exercise their voice, contribute to social change, and develop effective leadership skills.

Civic engagement and participation offer these students the chance to be heard, influence policies and programs that affect their lives, and collaborate with others to address community problems and challenges. By actively participating in civic activities, students strengthen their sense of belonging, boost their self-esteem, and become agents of positive change in their environment.

To implement the value of civic engagement and participation in the classroom, the following guidelines can be followed:

- Introduce topics of civic participation and civic responsibility into the school curriculum, using relevant examples and practical activities.
- Provide opportunities for students to engage in civic activities, such as debates, student elections, community service projects, and awareness campaigns.
- Offer training and resources to help students develop communication, teamwork, problem-solving, and decision-making skills, which are crucial for effective leadership.

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